ANT4930/ANG6930
APPLYING GIS IN ARCHAEOLOGICAL RESEARCH

Course Information

Fall 2020
T 9:35a - 10:25a Th 9:35a - 11:30a
Online
Instructor: Dr. Daniel Contreras
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Office Hours: TBA and by appt

Course Description

Anthropology is at root the study of human variation, and archaeology might be characterized as the study of human variation in the past: how much diversity of human behavior/beliefs was there at any given time and place, and how different was that from the present? Both practically and theoretically, a key component of that variation is *spatial* variation: for example, in human behavior, material culture, language, demographic attributes, or resources. Archaeological method and theory have to grapple with recording and analyzing spatial variation. As a result, geospatial technologies generally and Geographic Information Systems (GIS) in particular are increasingly recognized as critical tools. In this course we will examine the use of GIS for management and analysis of geospatial data in anthropological contexts, both experimenting with methods and critically examining case studies.

We will cover both methodological approaches (collecting data in the field and finding publicly-available data as well as integrating and querying it in a GIS) and theoretical implications (the nature of spatial data as well as scales and topics of analysis). We will also examine selected case studies and consider critiques that have been leveled at GIS in particular and spatial analysis in general.

The course emphasis is on working with concrete data, and software use will be an integral part of the process. We will use free and open-source (FOSS) software, primarily QGIS (https://www.qgis.org/en/site/). *If you are already familiar with ArcGIS you are welcome to use that throughout the course instead (or, for that matter, GRASS or Saga [other FOSS alternatives]), but it will be up to you to figure out how to do the things for which I'll give detailed instructions in QGIS.* Students are encouraged to work with their own data, though a pre-existing research project is by no means a prerequisite. Background in using GIS will be very helpful, but is not strictly necessary; students with no background should expect to invest significant time learning the mechanics of GIS. The course will culminate in the production of a poster presentation using GIS to address a specific research question.

Course Objectives

In completing this course, students will develop:

- Theoretical background on the applications of spatial variation, geospatial technologies, and GIS in archaeology.
- Fluency with geospatial methods, particularly the use of GIS, and a foundation from which to further self-teach.
- Familiarity with the acquisition (particularly of publicly-available data), management, and analysis of archaeological data that have a spatial component.
- Ability to produce polished products (including, but not limited to, maps) that communicate arguments based on geospatial data.

Course structure

This course combines lectures, discussions, and lab exercises in a hybrid seminar-lab format to facilitate peer instruction and hands-on learning. The two class sessions each week will be broken into three segments. The first segment (Tues 9:35a – 10:25a) will follow a seminar format during which time a designated lead student will facilitate discussion of the previous week's assignment (lab exercise and/or readings). In the second segment (Th 9:35a:40a – 10:30a), the instructor will review a new technique through lecture and demonstration. During the third segment (Th 10:30a – 11:30a), students will be given time to begin applying the new technique to solve the lab assignments, in consultation with one another and the instructor.

Participation

All students must participate in weekly discussions (**10%** of final grade). Participation includes attendance, active listening, and constructive contributions to discussion. We will also experiment with shared annotation of course readings; to the degree that we adopt this practice, your engagement with this discussion-in-the-margins will also constitute part of your participation in the course.

Lab Exercises

All students enrolled in the course must complete *all* of the assigned problem sets (**30%** of final grade). Problem sets are due the Tuesday after they are assigned and must be uploaded to Canvas *before the start of class* on the day that they are due.

The specific outputs of each problem set will be specified with each exercise, and will include some combination of data and reflection on the utility of those data and the process of producing them. Problem sets will generally emphasize questions rather than methods, and your answers should *employ* methods to address questions, rather than simply demonstrating methodological competence. You should strive to be clear about what procedures you have used, what the results demonstrate, and what you conclude.

> Note: All students are invited, for any problem set, to instead use their own data and address their own questions, in which case a brief statement (½ page maximum), explaining which data are used and how they are analogous to the assigned problem set, should accompany the assignment.

Facilitation

All students must facilitate a proportional share of the class discussions presenting case studies and reporting on lab assignments (30 case studies + 6 labs divided among the total number of enrolled students; **15%** of final grade).

- For case studies, the facilitator will be responsible for guiding the class in detailed discussion of that paper, including producing and distributing a ½-page précis of the article *(at least 24 hours ahead of time, beginning in Week 10)*. Discussion should focus on how geospatial data were produced, why they were produced, and what kind of data (raster, vector, tabular, etc) were involved, what analyses/synthesis did they subsequently do, and how did they mobilize the results into an argument? Is that argument compelling? Could the results have been achieved without GIS (or at least without geospatial data)…and was it all worth it (in terms of interpretive payoff). Where readings are not case studies but reviews or critiques, discussion should focus on identifying and assessing the key points of the argument.
- In addition to walking everyone through their solution to the assigned lab exercise, the facilitator should emphasize how the application of this particular technique solved the specific research problem at hand, as well as outlining the limitations and appropriate uses of such analysis. Relating this to your own research or adding analogous examples related to your own interests is encouraged but not required.

Term Project:

All students must complete a term project (in four parts throughout the semester, combining for **45%** of final grade). The project should address a clearly formulated question using original analyses based on the skills learned in class. Students must formulate a research question by Week 3 (**18 Sept; 5% of course grade**), identify the data and analyses needed to answer the question by Week 8 (**23 Oct; 10% of course grade**), and present their preliminary results in Week 14 (**December 1/3, 10% of course grade**). Final projects will take the form of a poster, **due in the poster session at the end of the course (week of 14 Dec, date TBD) and comprising 20% of your course grade**.

Course Requirements

30% Six lab exercises (to be stored on your own computer or USB drive; you'll want at least 1 GB, and don't forget to back up your data; you'll only turn in summary results). We will start these in class on Thursdays, and they will be due by 9:30a (before class) on the Tuesday of the following week.

10% Complete weekly readings and participate in class discussions

15% Seminar facilitation

5% Project Prospectus: A one-page proposal of your final project. This should articulate a clear research question, explain why GIS is useful and significant in addressing that question, and outline your data sources. Due **at the end of Week 3 (18 Sept)**.

10% Project outline: A one-page description of what data you will bring use in your project and a description of how you will mobilize those data to make an argument that addresses your question. Due **at the end of Week 8 (23 Oct)**.

20% Final Project: A conference-quality poster using GIS to address a clearly-articulated research question. Due **at the class poster session, date TBD** (in digital form; you need not print these out unless you wish). For tips on poster presentation, see:

http://www.sas.org/posterguide.pdf and http://www.saa.org/Portals/0/SAA/publications/SAAbulletin/14-5/SAA10.html. Consult also: http://www.public.asu.edu/~kintigh/Kintigh2005WritingArchaeology.pdf

10% Final Presentation: A 10-15 minute presentation of your research to the class (this may incorporate your poster itself if you wish). Presentations will be in class during the penultimate week of the semester, so that you may incorporate any feedback into the final version of your poster.

Office hours:

You are welcome in my office hours either individually or in groups, and may use that time either to ask specific questions or simply to work with the benefit of someone available to help you through roadblocks. You are in no way required to come, but please note that this should be considered part of the education available to you, not a last resort.

Attendance Policy, Class Expectations, and Late Assignments

Attendance

This course is primarily a seminar; since attendance is fundamental to the learning goals, it is required. Of course, life may sometimes intervene, in which case you are expected to notify the instructor ahead of time or as soon as practical afterwards. More than two absences will already constitute >10% of the course, and you should consult with the instructor about appropriate make-up activity. Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation. Additional information can be found in Attendance Policies.

Zoom

A virtual seminar is more challenging than an in-person one: it's harder for everyone to get and stay engaged, it's more difficult for me to tell if you are engaged (or not), and can be exhausting to feel surveilled. At the same time, it places the burden where it belongs: it is up to you to stay engaged, rather than up to the instructor to police you. Please keep in mind that we (humans) are not good at multi-tasking, however much we think we are, and resist the temptation to check email/social media/news even though no-one will know.

Assignments

Assignments in this course comprise lab exercises, project milestones, and responsibility for facilitating seminar. Because lab exercises will form the basis of part of our seminar discussion, they *must be submitted on time* (it would be unfair for some people to get to complete the lab post-discussion). Due dates for project milestones are intended to motivate you to start those projects, and are based on the need to give you feedback with sufficient time for you to react to it. As such, they can be negotiable, as long as you ask in advance. If you are scheduled to facilitate a seminar and for any reason will not be able to, please both notify the instructor as far ahead of time as possible and attempt to find another student with whom you can swap dates.

Course Texts

There is one required text, which we will supplement with several articles and book excerpts (listed below and available on Canvas).

Conolly, J. and M. Lake
2006 *Geographical Information Systems in Archaeology*. Cambridge Manuals in Archaeology. Cambridge University Press, Cambridge.

A second text is recommended, especially for graduate students, students with prior experience in GIS, and students intending to pursue careers in archaeology:

Gillings, Mark, Piraye Hacıgüzeller, and Gary Lock (eds.).
2020 *Archaeological Spatial Analysis: A Methodological Guide*. Routledge.

Course Schedule

Week	Theme	Dates	Readings	Lab Exercise
1	Thinking Spatially	1 Sept	Course Introduction	Install QGIS
		3 Sept	Conolly & Lake Ch.1,2 Aldenderfer 1996 Gregory 2005 Ch.1 Goodchild 1996 Kvamme 2017 McCoy interview on ArchaeoTech podcast	*Seeing Beneath Stonehenge*
2	Why GIS?	8 Sept	Conolly & Lake Ch.3 Gillings et al. 2020:Ch.1 Orengo 2015 Verhagen 2018	
	Data Types and Acquisition	10 Sept	Conolly & Lake Ch. 5 (to p.77) Wheatley and Gillings 2002:Ch.2	
3		15 Sept	Luo et al 2019 McKinnon et al. 2016	
	Digitizing and Georeferencing	17 Sept	Conolly & Lake Ch.5 (pp77-89) QGIS manual on digitizing	Exercise 1 assigned
		18 Sept	**Project Prospectus due**	
4		22 Sept	Welham et al. 2015	Exercise 1 due
	Gathering and Incorporating Field Data	24 Sept	Conolly & Lake Ch.4, 13 McCoy & Ladefoged 2009	Exercise 2 assigned

5		29 Sept	Bogacki et al. 2010	Exercise 2 due
	Surface Models	1 Oct	Conolly & Lake Ch.6 Wheatley & Gillings 2002 Ch.5, 9	Exercise 3 assigned
6		6 Oct	Katsianis 2004	Exercise 3 due
	DEM Derivatives	8 Oct	Conolly & Lake Ch.9, 10, 11 Gillings et al.2020 Ch.17-18 van Leusen 2002 Gandalf: Navigator?	Exercise 4 assigned
7		13 Oct	Marsh & Schreiber 2015 McCoy et al 2011	Exercise 4 due
	Spatial Analyses and EDA / Zonal analyses / Point pattern analyses	15 Oct	Conolly & Lake Ch.7, 8 Gillings et al. 2020:Ch.4 Wheatley & Gillings 2002:Ch.6	Exercise 5 assigned
8		20 Oct	Bevan et al. 2013 Williams et al. 1990	Exercise 5 due
	Thinking Socially	22 Oct	Kvamme 1999:181-185 Barceló & Pallares 1998	Exercise 6 assigned
		23 Oct	**Project Outline due**	
9		27 Oct	Llobera 2012 Supernant & Cookson 2014	Exercise 6 due
	Locational/Predictive Modelling	29 Oct	Gillings et al. 2020:Ch.12-13 Kvamme 2006	
10		3 Nov	Cook Hale & Garrison 2017 DiNapoli 2019 Verhagen & Whitley 2011	Shift gears – labs end because foundations established; effort should shift to projects. Thursday sessions become longer seminars, with a focus on how/if the additional methods and applications considered address critiques of GIS
	Cartography and Presentation	5 Nov	Dent 1998 Lock and Harris 2002 Howland et al. 2020	

11	Critiques to consider	10 Nov	Barceló & Pallares 1996 Palmer & Daly 2006 Wheatley 2014	
		12 Nov	Flexner 2009 Lock & Pouncett 2017	
12	Exclusionary knowledge? / Participatory GIS	17 Nov	Alvarez Larrain & McCall 2018 Heckenberger 2009 Smith 2020	
	Onward and Upward with GIS? Recent applications	19 Nov	Gillings et al. 2020:Ch.21 Kosiba and Bauer 2012 Whitley 2017	
13		24 Nov	Nuninger et al 2016 Petrie et al 2018	
		26 Nov	NO CLASS - Thanksgiving	
14	Project presentations	1 Dec		
	Project presentations	3 Dec		
15		8 Dec	Church et al. 1999 Gaffney et al. 1996	Old papers on GIS potential. Has that potential been realized, 20 years later? What would you like to *do* with GIS?
		Week of 14 Dec - TBD	Final course meeting – poster session	

Readings

- Aldenderfer, Mark S 1996 Introduction. In *Anthropology, Space, and Geographic Information Systems*, edited by Mark S Aldenderfer, and Herbert D G Maschner, pp. 3–18. Oxford University Press, New York.
- Álvarez Larrain, Alina, and Michael K McCall 2019 Participatory mapping and participatory GIS for historical and archaeological landscape studies: a critical review. *Journal of Archaeological Method and Theory* 26: 643–678.
- Barceló, Juan A, and Maria Pallares 1996 A critique of GIS in archaeology. From visual seduction to spatial analysis. *Archeologia e Calcolatori* 7: 313–326.

- Barceló, Joan A, and Maria Pallarés 1998 Beyond GIS: The archaeology of social spaces. *Archeologia e Calcolatori* 9: 47–80.
- Bevan, Andrew, Crema, Enrico R, Li, Xiuzhen, and Palmisano, Alessio 2013 Intensities, interactions and uncertainties: some new approaches to archaeological distributions. In *Computational Approaches to Archaeological Spaces*, edited by Andrew Bevan, and Mark W Lake, Left Coast Press, Walnut Creek.
- Bogacki, Miron, Giersz, Miłosz, Przadka-Giersz, Patrycja, Malkowski, Wiesław, and Misiewicz, Krzysztof 2010 GPS RTK Mapping, Kite Aerial Photogrammetry, Geo-physical Survey and GIS Based Analysis of Surface Artifact Distribution at the pre-Hispanic site of the Castillo de Huarmey, North Coast of Peru. In *Remote Sensing for Science, Education, and Natural and Cultural Heritage*, edited by Rainier Reuter, pp. 1–10. EARSeL
- Church, Tim, R. Joe Brandon, and Galen R. Burgett. 1999 GIS Applications in Archaeology: Method in Search of Theory. In Wescott, Konnie L, and R Joe Brandon, eds. *Practical Applications of GIS for Archaeologists*. Taylor and Francis, London. pp135-155
- Cook Hale, Jessica, and Ervan G. Garrison 2017 Spatial Statistical Analysis of Coastal Plain Paleoindian Site Distributions and Paleoecology: Implications for the Search for Offshore Submerged Sites In Georgia. *Early Georgia* 45: 167–180.
- Dent, Borden D. 1998 Map Design. In *Thematic Map Design*, edited by Borden Dent, J. Torguson, and T. Hodler, McGraw-Hill, New York.
- DiNapoli, Robert J, Carl P Lipo, Tanya Brosnan, Terry L Hunt, Sean Hixon, Alex E Morrison, and Matthew Becker 2019 Rapa Nui (Easter Island) monument (ahu) locations explained by freshwater sources. *PLoS ONE* 14: e0210409–27.
- Flexner, James 2009 Where is Reflexive Map-Making in Archaeological Research? Towards a Place-Based Approach. *Archaeological Review from Cambridge* 24: 7–21.
- Gaffney, Vincent, Stancic, Zoran, and Watson, Helen 1996 Moving from Catchments to Cognition: Tentative Steps Toward a Larger Archaeological Context for GIS. In *Anthropology, Space, and Geographic Information Systems*, pp. 1–13.
- Goodchild, Michael F 1996 Geographic Information Systems and Spatial Analysis in the Social Sciences. In *Anthropology, Space, and Geographic Information Systems*, edited by Mark S Aldenderfer, and Herbert D G Maschner, pp. 241–250. Oxford University Press, New York.
- Gregory, Ian N 2005 "GIS and its uses in Historical Research" In *A Place in History: A Guide to Using GIS in Historical Research*. 1–112.
- Heckenberger, Michael J. 2009 Mapping Indigenous Histories: Collaboration, Cultural Heritage, and Conservation in the Amazon. *Collaborative Anthropologies* 2: 9–32.
- Howland, Matthew D., Brady Liss, Thomas E. Levy, and Mohammad Najjar 2020 Integrating Digital Datasets into Public Engagement through ArcGIS StoryMaps. *Advances in Archaeological Practice* 1–10.
- Katsianis, M 2004 Stratigraphic Modelling of Multi-period Sites Using GIS: The Case of Neolithic and Early Bronze Age Knossos. pp. 1–11. BAR, Oxford.
- Kosiba, Steve, and Andrew M Bauer 2012 Mapping the Political Landscape: Toward a GIS Analysis of Environmental and Social Difference. *Journal of Archaeological Method and Theory* 20: 61–101.
- Kvamme, Kenneth L 1999 Recent directions and developments in geographical information systems. *Journal of Archaeological Research* 7: 153–201.
- Kvamme, Kenneth L 2006 Archaeological Modeling with GIS at Scales Large and Small. *Reading Historical Spatial Information from around the World Studies of Culture and Civilization Based on Geographic Information Systems Data* 75–91.
- Kvamme, Kenneth L 2017 Geographical Information Systems (GIS). In *Encyclopedia of Geoarchaeology*, edited by Allan S. Gilbert, pp. 309–313. Springer

- Llobera, Marcus 2012 Life on a Pixel: Challenges in the Development of Digital Methods Within an "Interpretive" Landscape Archaeology Framework. *Journal of Archaeological Method and Theory* 19: 495–509.
- van Leusen, Martijn 2002 Line-Of-Sight and Cost Surface Analysis Using GIS. In *Exploring Digital Archaeological Landscapes: A Discussion of Regional Map-forming Patterns and Processes*, pp. 1–23. University of Groningen, Groningen.
- Lock, Gary, and Harris, Trevor 2002 Analysing change through time within a cultural landscape: conceptual and functional limitations of a GIS approach. In *The development of urbanism from a global perspective*, pp. 1–13. Uppsala Universitet
- Lock, Gary, and John Pouncett 2017 Spatial thinking in archaeology: Is GIS the answer? *Journal of Archaeological Science* 1–7.
- Luo, Lei, Xinyuan Wang, Huadong Guo, Rosa Lasaponara, Xin Zong, Nicola Masini, Guizhou Wang, Pilong Shi, Houcine Khatteli, Fulong Chen, Shahina Tariq, Jie Shao, Nabil Bachagha, Ruixia Yang, and Ya Yao 2019 Airborne and spaceborne remote sensing for archaeological and cultural heritage applications: A review of the century (1907–2017). *Remote Sensing of Environment* 232: 111280.
- Marsh, Erik J, and Katherina J Schreiber 2015 Eyes of the empire: A viewshed-based exploration of Wari site-placement decisions in the Sondondo Valley, Peru. *Journal of Archaeological Science: Reports* 4: 54–64.
- Mccoy, Mark D 2011 A cost surface model of volcanic glass quarrying and exchange in Hawai`i. *Journal of Archaeological Science* 38: 2547–2560.
- Mccoy, Mark D, and Thegn N Ladefoged 2009 New Developments in the Use of Spatial Technology in Archaeology. *Journal of Archaeological Research* 17: 263–295.
- McKinnon, Duncan P., Jason L. King, Jane E. Buikstra, Taylor H. Thornton, and Jason T. Herrmann 2016 Returning to the Kamp Mound Group (11C12): Results from Geomagnetic Survey and High-Density Topographic Mapping in Calhoun County, Illinois. *Midcontinental Journal of Archaeology* 41: 231–254.
- Nuninger, Laure, Philip Verhagen, Frédérique Bertoncello, and Angelo Castrorao Barba 2016 Estimating "Land Use Heritage" to Model Changes in Archaeological Settlement Patterns. *Landscape Archaeology Conference LAC* 1–12.
- Orengo, Hector 2015 Open Source GIS and Geospatial Software in Archaeology: Towards their Integration into Everyday Archaeological Practice. In *Open source archaeology: ethics and practice*, edited by Andrew T. Wilson, and Ben Edwards, pp. 64–82. De Gruyter
- Palmer, Carol, and Daly, Patrick 2006 Jouma's Tent: Bedouin and Digital Archaeology. In *Digital Archaeology: Bridging Method and Theory*, edited by Thomas L Evans, and Patrick Daly, pp. 1–33. Routledge, London.
- Petrie, Cameron, Hector Orengo, Adam Green, Joanna Walker, Arnau Garcia, Francesc Conesa, J. Knox, and Ravindra Singh 2018 Mapping Archaeology While Mapping an Empire: Using Historical Maps to Reconstruct Ancient Settlement Landscapes in Modern India and Pakistan. *Geosciences* 9: 11.
- Smith, Cecilia 2020 Ethics and Best Practices for Mapping Archaeological Sites. *Advances in Archaeological Practice* 8: 162–173.
- Supernant, Kisha, and Corey Cookson 2014 Mapping social cohesion in Prince Rupert Harbour, BC: A social application of GIS to the archaeology of the Northwest Coast. *Canadian Journal of Archaeology/Journal Canadien d'Archéologie* 179–210.
- Verhagen, Philip 2018 Spatial Analysis in Archaeology: Moving into New Territories. In *Natural Science in Archaeology: Digital Geoarchaeology*, pp. 11–25. Springer International Publishing, Cham.
- Verhagen, Philip, and Thomas G Whitley 2011 Integrating Archaeological Theory and Predictive Modeling: a Live Report from the Scene. *Journal of Archaeological Method and Theory* 19: 49–100.

- Welham, Kate, Lawrence Shaw, Mark Dover, Harry Manley, M. Parker Pearson, Josh Pollard, Colin Richards, Julian Thomas, and Chris Tilley. 2015 Google Under-the-Earth: Seeing Beneath Stonehenge using Google Earth-a Tool for Public Engagement and the Dissemination of Archaeological Data. *Internet Archaeology* 40.
- Wheatley, David 2014 Connecting landscapes with built environments: visibility analysis, scale and the senses. In *Spatial Analysis and Social Spaces: Interdisciplinary Approaches to the Interpretation of Prehistoric and Historic Built Environments*, edited by Eleftheria Paliou, Undine Lieberwirth, and Silvia Polla, pp. 115–134. De Gruyter,
- Wheatley, David, and Mark Gillings 2002 *Spatial Technology and Archaeology*. Taylor and Francis, London.
- Whitley, Thomas G. 2017 Geospatial analysis as experimental archaeology. *Journal of Archaeological Science* 84: 103–114.
- Williams, Ishmael, Limp, W Frederick, and Briuer, Frederick L 1990 Using geographic information systems and exploratory data analysis for archaeological site classification and analysis. In *Interpreting space: GIS and archaeology*, edited by Kathleen M S Allen, Stanton W Green, and Ezra Zubrow, pp. 239–273. Taylor and Francis

University Policies

Grading

Information on UF grading policy may be found at: UF Graduate Catalog and Grades and Grading Policies.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students on the Gator Evals page.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The

Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Health and Wellness

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.
University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.
Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
Student Complaints Campus
On-Line Students Complaints